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ABSTRACT

Following a review of the literature related to employee morale and productivity, this paper reports a study undertaken to determine if there was a significant relationship between the morale of junior college instructors and their teaching effectiveness as perceived by students. Study subjects were 129 junior college instructors and their students enrolled in college transfer programs. A modified version of the Purdue Teacher Opinionaire was used to identify teacher morale variables. Teaching effectiveness as perceived by students was determined using the Hinds (Mississippi) Junior College Faculty Evaluation Scale. A statistically significant relationship was found for the measures of satisfaction with teaching, community support of education, and total job satisfaction with the teaching effectiveness rating by students. It was concluded that instructors' perception of satisfaction with teaching was positively related to their teaching effectiveness, instructors' perception of community support of education had a negative relationship to teaching effectiveness, and total job satisfaction was positively related to teaching effectiveness. Other identified measures of teacher morale were not significant predictors of teaching effectiveness. These results may indicate that the most effective teachers are those with the greatest morale and job satisfaction. A bibliography is appended. (JDS)

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The Morale & Teaching Effectiveness of Junior College Teachers

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There is currently considerable emphasis being placed on increasing the morale of school employees as well as those of other organizations. This emphasis is placed not only as a possible means of enhancing performance, but also because satisfaction and morale in one's work are considered socially desirable in a broader sense. (13) As it becomes possible to define and refine measures of teaching effectiveness, it will be helpful to understand the degree of satisfaction associated with the measures of teaching effectiveness.

The emphasis and magnitude of studies dealing with the relationship between morale and productivity in industry and the paucity of information in the field of education dealing with this subject signifies a need for study of this relationship.

Morale and Productivity in Industry

It was traditionally felt, until the late 1920's, that there was a direct correlation between morale and productivity in industry. It was generally felt that high morale was associated with high productivity.

Since the initial investigation in 1932 by Kornhouser and Sharp (17) and Hoppock's Monograph on Job Satisfaction in 1935, (15) numerous studies considered the relationship between morale and productivity. Most of the early studies assumed that a positive relationship existed between morale and productivity and very little attention was directed at trying to understand why job satisfaction should relate to job performance.

Most of the literature during the 1930's and 1940's assumed that morale or job satisfaction was related to or affected job performance. During the 1950's a general reaction began to develop toward the human relations movement and cause and effect relationship of the morale-productivity views espoused up to this time.

The first scientific review of the literature on the question was made in 1955 by Brayfield and Crockett. This extensive review of studies between 1930 and 1954 concluded that there was little evidence of any simple or appreciable relationship between worker attitudes and job performance. The findings did however, indicate positive relationships between job satisfaction and the variables of absenteeism and turnover.(9) The conclusions of the Brayfield and Crockett review shattered the earlier held views on the morale-productivity relationship and set the stage for more extensive and empirical research which followed.

Rensis Likert asserted that the relationship between job satisfaction and performance becomes more positive as the level of skill required by the job increases.(24, p. 186) Herzberg, Mausner, and Snyderman suggested that more studies within the area of job attitudes and job performance are needed covering a broader spectrum of educational and occupational backgrounds than previous studies.(25, p. 102) Drucker stated that non-manual workers are far more numerous than manual workers. The problem of measurement for satisfaction and productivity becomes more difficult as one tries to measure those who produce no physical output--the managerial, professional, supervisory, and technical workers.(11)

Beach and Vroom asserted that for the lower-level jobs in industry, the ones with a tendency to be repetitive and under close supervisory control, the morale construct has little effect upon productivity. However, there is a more direct relationship between morale and productivity for persons employed in supervisory, professional, technical, and executive positions which exhibit more creativity and freedom of action than lower-level jobs.(5, p. 480) (25, pp. 129-130)

Morale and Productivity in Education

Koura conducted an investigation into 16 high schools in Dearborn, Michigan, and found a significant relationship between high teacher morale and high student achievement.(18) Stosberg studied the relationship between quality education and teacher morale in selected elementary schools in Orange County, Florida. He found that the morale tendency of the teacher varies with the quality of the educational program of the school. The teachers in schools with higher quality educational programs responded with higher morale tendency scores than those in the lower quality schools in the study.(23) The evidence points consistently to the fact that teacher morale and high educational achievement are closely related. Where teacher morale is high, student achievement is high and teaching is well done.(3, p. 331)

The NEA Research Division has been studying teacher morale and job satisfaction in local school systems. They have found that one factor is significant--teachers who are dissatisfied with their principals tend also to be dissatisfied with their pupils.(20)

It appears that morale has many dimensions and is closely related to the satisfactions one derives from work. In a society that puts emphasis on individual worth, administrators should seek to enhance morale and job satisfaction by creating conditions which make work contribute to one's satisfaction and fulfillment as well as to the goals of the organization.(1, p. 15) Blocker and Richardson pointed out the assumption which underlies all morale research is that high teacher morale is good for schools.(8) Knox studied the relationships of certain environmental factors to teaching success. He found that a positive relationship existed between teacher efficiency and the sort of people that make up a community.(16)

Various instruments and scales have been developed to measure morale and job satisfaction. Many have been developed to measure job satisfaction in a specific occupation; others have general application. A few instruments have been designed to measure teacher morale, but they have had limited use since they seem to have unknown reliability and validity. The Purdue Teacher Opinionaire does have known reliability and validity measures.(6) The Purdue Teacher Opinionaire was specifically designed to provide a measure of teacher morale.

The Purdue Teacher Opinionaire has been used in various studies(6) (7) (10) and was found to discriminate sharply among different schools, and among individual teachers in a particular school.

Reahard conducted a study using the Purdue Teacher Opinionaire to determine the relationships between morale factors of teachers and their move from one school system to another. A number of morale factors improved significantly. Some mean scores after relocation were not significantly different than before relocation. However, with few exceptions, the after-relocation mean scores were higher than their corresponding before-relocation mean scores on all morale factors and for all teacher subgroups. (21)

Strouse found significant differences in the total morale mean scores of vocational agriculture teachers as compared with total experience and tenure. In comparing teachers in four states he found the teacher load factor the most pronounced difference. Significant differences also occurred among the states on the community support of education and teacher status factors. (24)

In a study of full-time faculty members of the University of Kentucky Community College System, Sanders found that teachers with low morale were more personally insecure about themselves than those with high morale. (22) Frankel, in a report on junior college job satisfaction, cites similar studies and suggests that both future research and attempts at implementation of job satisfaction findings may profit by taking faculty characteristics into account. (12)

Very few studies, if any, have been done on the morale of teachers as it relates to teaching effectiveness. Barr reviewed 150 studies of teaching effectiveness done between 1900 and 1948. He found inconsistency in definition and description of teaching competency and a wide variety of methods of collecting and evaluating data as well as measurement techniques. The studies did show some consistent positive correlations between teaching effectiveness and measures of pupil growth and supervisory ratings. (4) Similar results were reported by the New York State Teachers Association in their teacher evaluation process in 1959. (2)

The criteria used in the measurement of teaching effectiveness seem to be one of the greatest obstacles in sound measurement. This problem has been expounded upon by many pundits and more research in the area of teaching effectiveness is needed.(19) (4) Based on their review of twenty-five years of morale research, Blocker and Richardson stated:

> There is a need for studies of how morale is related to teacher performance. The assumption has been that high morale will automatically bring improved performance; this may not necessarily be true.(4, p. 208)

This Investigation

This writer set out to determine if there was a significant relationship between the morale of junior college teachers and teaching effectiveness as perceived by students. A sample of 129 junior college teachers and their students in college transfer programs were selected. A modification of the Purdue Teacher Opinionaire was used to identify teacher morale variables. The teaching effectiveness rating used in the sample was measured by the Hinds (Mississippi) Junior College Faculty Evaluation Scale. The Purdue Teacher Opinionaire yields a total job satisfaction (teacher morale) score and ten sub-scores which break morale down into the following dimensions: (1) teacher rapport with principal (this factor was revised to measure teacher rapport with immediate supervisor), (2) satisfaction with teaching, (3) rapport among teachers, (4) teacher salary, (5) teacher load, (6) curriculum issues, (7) teacher status, (8) community support of education, (9) school facilities and equipment, and (10) community pressures. The Hinds Junior College Faculty Evaluation Scale measures the students' perception of teaching effectiveness. This instrument ranks teaching effectiveness

measures on a continuum of one (poor) to five (excellent). A mean total score is provided to indicate the teaching effectiveness rating. The job satisfaction of 121 Hinds Junior College teachers was compared with the teaching effectiveness perceptions of their students. A stepwise regression program (BMDO2R) was used in the statistical analysis of the data.

Results of the analysis of data indicated a statistically significant relationship between the measures of satisfaction with teaching, community support of education, and total job satisfaction with the teaching effectiveness rating by students. The relationship was significant beyond the .05 level of confidence for community support of education, and beyond the .01 level of confidence for satisfaction with teaching and total job satisfaction variables.

Conclusions

The results of this investigation appear to justify the following conclusions concerning the relationship between the job satisfaction (morale) of Junior College teachers and students' perception of teaching effectiveness.

1. The Junior College teachers' perception of satisfaction with teaching was positively related to their teaching effectiveness ratings as perceived by students.

2. The Junior College teachers' perception of community support of education had a negative relationship with students' perception of teaching effectiveness.

3. The total job satisfaction of the Junior College teachers was positively related to students' perception of teaching effectiveness.

4. The other measures of teacher morale were: teacher rapport with immediate supervisor; rapport among teachers; teacher salary; teacher load; curriculum issues; teacher status; school facilities and services; and community pressures. These measures were not significant predictors of teaching effectiveness as perceived by students.

Although this study does not insure that increased morale causes increased teaching effectiveness (productivity), it does prove a significant direct relationship between the two variables. Research indicates that certain situations, environmental factors, and motivational determinants which result in greater worker effectiveness may generate high job satisfaction and morale. This means that those junior college teachers who are the most effective may very well be the ones with the greatest morale and job satisfaction.

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